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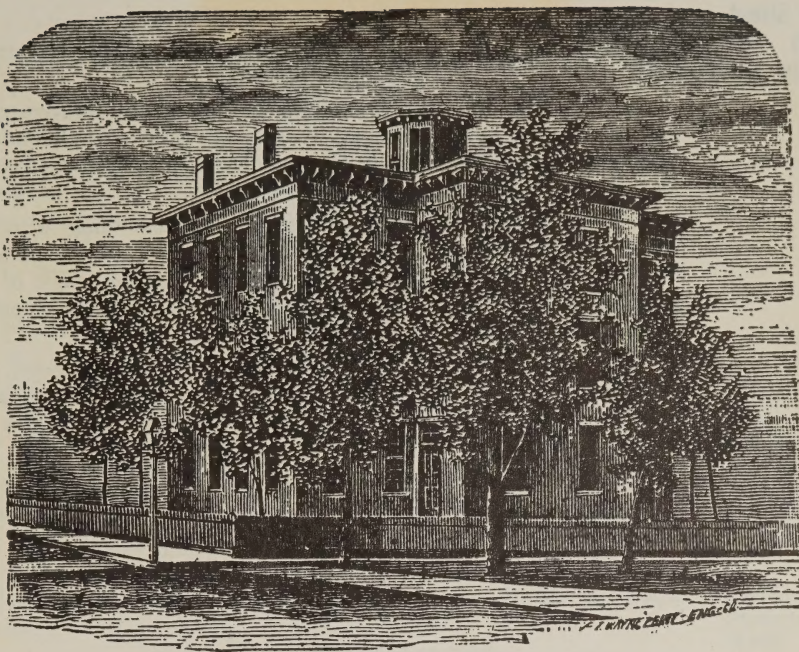


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Our public schools, 1852-
1953, Fort Wayne, Indiana

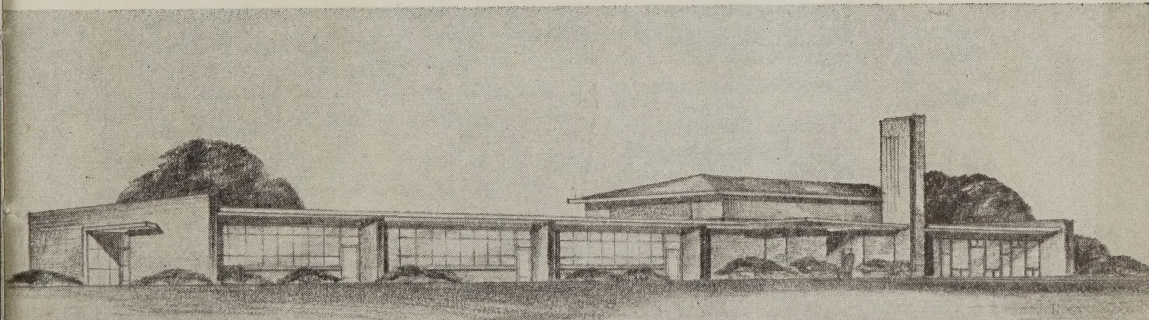
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Our Public Schools

1853-1953

Fort Wayne, Indiana



FOREWORD

In 1953 Fort Wayne will celebrate the hundredth anniversary of the founding of the public school system. The material in this pamphlet, written by many people, is a factual report of the growth and development of the public school system.

The purpose of the pamphlet is to give the community a picture of the growth of the public schools through the past one hundred years. Many excellent educators, as well as many lay people of the community, have made outstanding contributions to the development of the school system.

Any school system is a reflection of the ideals, interests, and active support of the people of the community. Education is an investment in people. This investment in education in Fort Wayne has paid big dividends.

The committee who have compiled the material for this pamphlet have given untiringly of their time, talent, and ability. We deeply appreciate their fine work.

A. T. Lindley, Superintendent



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FORT WAYNE PUBLIC SCHOOLS 1853-1953: AN OVERVIEW

According to records, numerous private schools existed in Fort Wayne prior to 1853. But it was in that year, after stronger school legislation by the 1852 Indiana General Assembly, that a citizens' committee petitioned the Common Council to arrange for "free schools." Four hundred fifty-five signed the petition.

In April, 1853, the Council appointed Hugh McCulloch, Charles Case, and William Stewart as the first Board of School Trustees.

Since no funds were available for buildings, equipment and tuition for the 1,233 pupils, the trustees, as provided by law, called a public meeting to vote a tax levy for that purpose.

Vigorous opposition arose to an appropriation of \$1,200, the tax levy failed, and the trustees resigned.

James Humphrey, Henry Sharp, and Charles G. French were appointed in their places and under a modified law they levied a tax of two mills on one hundred dollars. Private pledges helped raise the total amount needed. Two schools were opened that year, the McJunkin School, (Lafayette between Main and Berry Streets), and the home of Mr. and Mrs. A. M. Hulburd at Wayne and Ewing Streets.

**Tax
Levies
Often
Opposed**

**Private
Pledges
Made**

BUILDINGS CONSTRUCTED

In 1857 the first two school-owned buildings, the Clay and the Jefferson Schools, were opened for use. An interesting comparison of costs of buildings then and now can be made.

Land for those two school sites cost the city \$1,300 and \$1,170, respectively. Griswold says of the cost of construction of the Jefferson School, "Ten citizens mortgaged their property to raise \$5,000 for building the Jefferson School."¹ And again in discussing the building of the Clay School, Griswold reported, "The Board sought bids for the construction work. Contractors failed to respond. No one seemed to desire to risk the responsibility of the erection of the building with the uncertain prospect of his pay. . . . The Board determined, therefore, to let the contract for the east side (Clay) school by piecemeal at such times as they were able to find persons to assume the risk of a loan to the city."²

**Comparative
Costs**

**Contracts
Let
Piecemeal**

Completing the comparison, we find that the most recent addition to the Fort Wayne school properties, in the building being erected at State and Tyler Streets, is to cost \$360,000 on land which cost \$17,500.

FINANCE PROBLEMS

Financing the schools has always been a problem of major concern from the days of that first Board of Education in 1853.

In 1859 circulars were issued appealing to members of the community for financial aid to keep the schools open. But from August 1 of that year until January 16, 1860, the schools remained closed due to a lack of operating funds.

**Finance
Always
A
Problem**

^{1, 2} Griswold, B. J. *The Pictorial History of Fort Wayne*. Chicago: Robert O. Law Co., 1917, p. 420.

Citizen
Concern
and
Action
Sustain
Public
Schools

It was through citizen support that the Board was able to reopen the schools. So, as in 1853 when community interest was aroused to get the "free schools" started, the community again assumed responsibility for assuring schools for Fort Wayne children.

Those lay groups have their 1953 counterpart in the Parent-Teacher Association, the Fort Wayne Citizens' Council for Education, and the Chamber of Commerce with all carrying on constructive programs in support of good schools for Fort Wayne children.

ENROLLMENT GROWTH

Inadequate
Space
in 1866

Crowded classrooms have had a part in the school history. In 1866 the Superintendent reported an enrollment of 1,245 in a seating space adequate for 634. So the report says that the children "stood and sat by turns," and half-day sessions were instituted to alleviate the crowding.

From a potential enrollment of 1,200 in 1853, the numbers grew to an approximate 5,341 in the early 1900's, and to an 18,225 enrollment in the 1952-53 school year.

Because of the increase in numbers and the many added services, the faculty has grown from the four teachers employed in 1853 to an instructional staff of 673 in 1953.

ADDITIONAL SERVICES

Normal
School

Elsewhere in this report, accounts may be found of increased service to the children as the needs have arisen. Typical of such services are the following:

Free
Kindergarten

- (1) A training school for Fort Wayne teachers: opened in 1867, closed in 1886, reorganized in 1897, and discontinued in 1922.
- (2) A continuous program of public kindergarten instruction since the opening of a kindergarten at the Hoagland School in 1899. Fort Wayne is unique in having kept this service all through the years of depression when that part of the school program was eliminated in many communities. The kindergartens have always been supported solely by local funds with no state aid.
- (3) Primary supervision: added in 1899.
- (4) Departmentalization of subject matter in the upper grades: also added in 1899.

Primary
Supervision



- (5) A Bureau of Tests and Measurements to study and record the ability and achievement scores of children: started in 1922; became the Bureau of Research in 1938 with a trained psychologist in charge.

**Pupil
Personnel
Services**

LOOKING FORWARD

Today Fort Wayne has three public high schools and twenty-six grade buildings (including the new one mentioned earlier at State and Tyler Streets). In those buildings 18,225 children are being served by 673 members of the instructional staff.

Estimates show that we can look to an enrollment of some 20,000 by the 1956-57 school year which means that the schools face additional problems of buildings, of staff, and consequently of finances.

Some of these problems have been anticipated by the Board of Education in their plans for an addition to the Frances Slocum School, and for new buildings in the Riverside and the Indian Village areas within the next several months.

The Fort Wayne community has thus met the challenge of maintenance of good schools during the past century. There is substantial evidence that it will meet the new problems in the same manner.

**20,000
Pupils
by
1956-57**

**Fort Wayne
Has Always
Met Challenge**

FINANCE

Back of every institution is finance. The difficulty encountered by our Public School progenitors in providing funds for the operation of the first free school was equaled only by their determination to see that all children have an adequate education.

The three Trustees of the Common Schools, appointed by the Common Council, met on April 30, 1853. They proposed that a top of 5c per \$100.00 on Personal and Real Property, and a poll of 50c should be levied for purpose of purchasing sites and building school houses. Thus began an institution that was destined to grow slowly but surely, providing the intellectual spark so necessary to the growth and culture of a community.

It is not known where the Trustees met in the early years. When the High School (called Central Building) was erected on the north side of Wayne Street between Clinton and Calhoun Streets, the Trustees met there. After that building was partly destroyed by fire

**Sound
Finance
Vital**

**Trustees
and
School Board
Have Had a
Major Role**





Business Department Set Up 1919

Progress Made

Compulsory Attendance 1913



in 1921, they met in the Hamilton House, northeast corner of Clinton and Douglas Streets. In 1928 they moved into the new Administration Building on the northwest corner of Clinton and Douglas Streets.

The number of Board members changed from three to seven in August, 1922, and then to five in August, 1931.

On May 3, 1853 the Board allowed the first bill in the amount of \$1.87 for a blank book.

All specifications for School No. 1 were written briefly in the minutes and contracts were let as the work progressed. After the building was completed, it was discovered that an important adjunct had been overlooked, and the Board allowed \$8.50 for the construction of a privy.

All records were made in longhand in the minutes. Office machines were not adopted until years after they had been in use by private business. The first telephone was ordered July, 1896.

A Business Department was inaugurated August, 1919, and a Business Manager and assistant were employed. Hitherto all purchasing was done haphazardly. Until 1921 all supplies were delivered to the schools by two attendance officers, one with a small pick-up truck, the other with horse and buggy.

From pen and ink to office machinery; from heating by wood, natural gas to coal and oil; from lighting by gas, incandescent lamps to fluorescent; from simple regulations to a maze of laws controlling every move ---- thus are our Public Schools beginning the second century of their services to people.

1 1 1

ATTENDANCE DEPARTMENT

In the early history of the public schools, responsibility for school attendance rested primarily with the teacher and the parent. No specific laws governing attendance were deemed necessary. Soon, however, compulsory school attendance was important as taxes began to be levied for public education.

In March of 1913 the act passed by the State Legislature provided that children between the ages of 7 and 16 be required to attend school. An exception made it possible for children between the ages of 14 and 16, who were gainfully employed during school hours in accordance with the child labor law, to be excused from school.

In the years immediately prior to 1921, two duly appointed attendance officers qualified in accordance with the compulsory attendance law. In March of 1921 the present department was organized under the School Attendance Law. Under this law school districts were set up, determined by the school population. The school superintendent of any city with 1,500 or more children of school age, could nominate, and the Board of School Trustees appoint, one attendance officer; with an additional officer for each 10,000 school children in that city. On this basis, Fort Wayne was allowed one director of attendance and two field officers. The compulsory school age was

defined as 7 to 16 years, inclusive, with few exclusions valid.

In September of 1932, the Child Labor Division was transferred to the office of School Attendance. This was a logical move since the age of school attendance and the age of employment of young persons coincided. Through the issuance of work permits from the same office as school attendance, a check was available, and many children were kept in school who might otherwise have left school and secured employment illegally.

The evolution of school attendance laws since the turn of the century, and the rapid growth of practical child labor laws have been generally accepted by the public. Those persons who try to evade either are the exception rather than the rule.

In the same year, 1932, the school census file was made a part of the permanent records of the School Attendance Department. This file is especially valuable since it includes a complete history of every child enrolled in any school, public or parochial, in the city of Fort Wayne.

This short resume of the work of the Attendance Department proves again that "in unity there is strength" for the coordination of school attendance with child labor, reinforced by data regarding the history and whereabouts of our children, has made our schools functionally more effective.

VISUAL EDUCATION

Through the entire history of the Fort Wayne Schools, good teachers have used pictures, diagrams, charts, maps, and globes in order to build meaning into ideas taught. But in 1936 Superintendent Merle J. Abbett organized a separate visual education department, and appointed Freda J. Lancaster, then principal of Bloomington School, as first director. A number of buildings purchased their own sets of lantern slides and stereographs. In 1940 the first 26 silent films were purchased for a central film library. In 1941 the first sound films were purchased. In 1943 the first filmstrips were purchased. By 1946 all junior high buildings were equipped with motion picture machines. In 1946 Catherine M. Broderick was named director of visual education, geography, and history. By 1950 all schools were equipped with filmstrip projectors. By 1951 all schools were equipped with at least one motion picture machine. In February 1951 a visual materials center was organized in the basement of the administration building, and a delivery system was inaugurated. In October 1951 a factory-trained repairman for equipment was added to the staff. Emergency repair is available at all times. Cleaning and overhaul of equipment is done each summer.

July 1, 1953 the visual education equipment includes: 45 sound motion picture machines, 41 filmstrip machines, 19 opaque projectors, 23 lantern slide projectors, 26 recorders, 4 tachistoscopes.

The materials library houses 332 16 mm. prints, 428 filmstrips, 36—3¼ x 4 slide units, 129—35 mm. map and view slides, 6—78 rpm. record albums, and 8—78 rpm. single records.

Separate items checked out of the materials library have increased from 2,940 in 1946-1947 to 8,631 in the 1952-1953 school year.

**Child Labor
Combined
with
Attendance**

**School
Census
1932**

Coordination

**Always
a Tool**

**Organized
1936**



**Expert
Repair**

**Functional
and
Practical**

ART

Crayoning
and
Penciling
in 1866

In the third annual report of the Board of Education for the year ending June 8, 1866, mention was made of the Board's provision in the High School for instruction in crayoning and penciling. Mrs. Mary A. Grange taught drawing, Latin, and German.

In 1873 provision was made in all the grades for instruction in drawing under the direction of special teachers. Painting was added to the high school course, and on Friday there was a two hour course for talented pupils.

No
Money
in 1890
for Art,
Reading
or
Music

On May 16, 1890 it was deemed best not to make any appointments for the positions of drawing, reading, and music until the condition of the teaching fund should be found to warrant them or a part of them.

In 1898 the Board met in called session to consider the matter of the employment of a Supervisor of Drawing for the Public Schools. On motion it was decided to reintroduce the subject of drawing, and to employ a supervisor of said branch. Miss Alice Hall, a graduate of Chicago Art Institute, was selected as Supervisor of Drawing.

In 1906 an art teacher was placed at Central High School. In 1908 one more teacher was added to the art department. Not until the 1918 school report was there any mention of special art teachers for the grades. At that time there were four for grades 5, 6, 7 and 8. Today there are special art teachers in all junior high and high schools. In most grades from kindergarten through grade 6, the art is taught by the classroom teacher. In 1952 an arts and crafts teacher was appointed to work chiefly in the grades.

In 1908 Miss Hall's article for the annual report states that applied design or craft work, such as woodcarving, woodblock printing, stenciling, pottery, tooling, and staining of leather were introduced into the high school. Metal work in copper and brass were to be introduced the following year. The training of the eye for true and beautiful proportion and a delicacy of touch were developed from the study of still life and life. The mediums used were lead pencil, charcoal, ink, watercolor, pastel or chalk.

With the exception of applied art, the work of the grades was similar to that offered in the high school but adapted to the child's understanding. The Prang Elementary Course in Art instruction was used throughout the grades. "Picture Study Books" for art appreciation were in every building.

The supervisor visited each school room once a month, examining and criticizing the work done by the children. Exhibits of children's art work were held periodically. At one exhibition, Mr. Arthur Dow, director of art at Teachers College, Columbia, said that the art work in the schools here was logical; it showed a perception of the deeper principles of art, and it had a solid and sound foundation.

The present art program not only correlates art activities with subjects such as literature, science, and geography but also with those activities which stimulate imagination of the child. The art program recognizes that creative growth depends upon freedom to explore, to invent and express; that what happens to the child while he is experiencing is more important than the finished product.



Correlation
with
Other
Subjects

Present
Program
Geared
To
Individual

INDUSTRIAL ARTS, HOME ECONOMICS, VOCATIONAL AND ADULT EDUCATION

In September 1904 the Fort Wayne Public Schools opened their new Fort Wayne High and Manual Training School, requiring all students in the Manual Training Department to take woodworking and freehand drawing. By 1908 mechanical drawing, forging, foundry, pattern making, and machine fitting had been added. In his annual report the Superintendent said, "The development not of the brain alone, but the eye, the hand, the whole man is the aim of the Manual Training School. The Manual Training School does not immediately teach the boy a trade; yet does many things for him which fit him for the practical needs of life, as the ordinary high school does not."

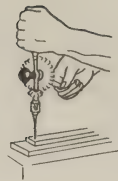
Woodworking was started for boys in the eighth grades in 1908 at the Jefferson and Hanna Schools, then Bloomingdale in 1909. These schools were used as centers and boys from other schools went to them for manual training. In 1911 manual training started in the seventh grades and mechanical drawing was added to woodworking. Small exercises and game boards were made in these shops in comparison to the many useful projects made in the nine junior high school shops today.

HOME ECONOMICS

Sewing and cooking (then "domestic science") also had their beginning as formal courses for girls in 1904 when the new Fort Wayne High School opened. In 1908 eighth grade girls came to Jefferson and Hanna centers, as did the boys for their manual training. Extension of home economics offerings to other grade schools, and to seventh grade girls followed in 1909 and thereafter. Quite gradually there evolved some continuity between grade school and high school courses, and greater diversity in curriculum. Quite gradually too did home economics teachers and departments come to attain status apart from industrial arts.

VOCATIONAL AND ADULT EDUCATION

The Fort Wayne Public Schools started in 1913 their first Vocational School in the Washington School Building. Vocational courses for adults were held in the old High School building, located on the site of the present Paramount Theatre. As progress was made and new buildings were built, vocational education and training for high school students and adults has centered in the present Central High School Vocational building. A Business Service Vocational Co-ordinator in Distributive Education was added to the department in 1938, and a Trades and Industrial Vocational Co-ordinator in 1942. The Vocational Department has helped train thousands of men and women for defense and war production jobs before and during World War II. Returning war veterans have prepared themselves for trades and positions in industry. At the present, Korean War veterans are taking work to complete their formal schooling and secure practical skills to help them in industry and business.



In
High
School
1904

In
Junior
High
Schools
1908



Adult
Courses
Begun
1913

Skills
for
Peace
and
Defense

In 1953 South Side, North Side, and the junior high schools have drafting, electricity, metal and woodworking. Central has auto mechanics, drafting, electricity, machine shop, welding, woodworking, cabinet making, pattern making, and foundry in Industrial Arts and Vocational. Home economics courses pursue such functional directions as home nursing and child care, tailoring, meal planning, home management, home furnishings, family relations.



VOCAL AND INSTRUMENTAL MUSIC

A survey of the vocal and instrumental music program in the Fort Wayne Public Schools shows that the first full-time music teacher was Mrs. Amanda Wilson, who taught music in the Fort Wayne High School in the years 1866-67. While this is the first mention of a music teacher, much music was being taught by the classroom teacher from the very inception of the public schools.

In the school year of 1867-68 an interesting item found in the school reports states that 863 students were enrolled in vocal music. It further states that the main objective was to learn to "sing by note."

Successive music supervisors have helped to develop and enrich the music education program in the public schools. Outstanding among these have been John Howard, 1868-69; S. I. Seiffels, 1870-76; and W. F. Heath, 1876-80. Mr. Heath was the most prolific of all previous supervisors and had two graded music courses published.

A supervisor who is remembered today by many adults is Professor William Miles who served from 1896 to 1926. Professor Miles is to be remembered for his outstanding choral work in the community, and his distinct ability to teach children to read and appreciate music.

In 1922 Mr. D. Oswald Jones was appointed to assist Professor Miles. Mr. Jones and Professor Miles supervised the music program until 1926 when Professor Miles retired. Mr. Varner Chance was appointed supervisor of instrumental music in 1945 and was succeeded in 1951 by Mr. Robert Shambaugh.

The vocal program has grown until at the present time, besides the classroom music in which all students have an opportunity to participate, there are special choruses in the fifth, sixth, seventh and eighth grades. These special choruses are comprised of students who have a special talent for singing.

Although there are earlier records of instrumental music in the schools, the first concerted effort towards an instrumental program was in 1925 in the Clay School. At the present time each school building has instrumental music classes which in turn develop our junior high bands and orchestras. The high schools offer further training in band, orchestra, choir, and music appreciation.

The objective of the music education program is not alone to train performers, but also to give all children an appreciation and understanding of music which enriches their lives for the present and for the many years to come.



Pioneers
in
Music



Performers
and
Consumers
of Music

GUIDANCE

From the beginning, as in all schools, sympathetic teachers have given support and counsel to their students.

The whole movement of organized guidance in America began in a very small way about forty-five years ago. In Fort Wayne it began in 1929 when social science teachers from the three high schools . . . Pauline Van Gorder, Katharine Rothenberger, and Robert Wyatt . . . outlined a program for the study of occupations. In 1936 at North Side, Elvin Eyester and Victoria Gross set up a program for the guidance of groups and individuals in their personal, social, educational, and vocational problems. In the same year a guidance program with similar aims was organized at Central by Robert Wyatt, Leah Austin, and Mildred Brigham.

Since those days each school has developed its guidance activities according to its special situation and needs. Every child, it is hoped, will be helped . . . or better, will learn to help himself . . . to adjust to his present environment, to make wise educational and vocational choices, and to realize fully his possibilities as an individual and in relation to his group.

GUIDANCE SERVICES VARIED

Guidance services are many: orientation (to high school, to college or job, to life); curriculum development and program adjustments; data-collecting and record-keeping; testing (psychological, diagnostic, achievement, interest, aptitude); counseling; group work; providing of vocational and other information; providing of materials for study improvement, personality development and character building; referral of special cases to school psychologist or community agencies; placement in part-time or full-time jobs; in-service training of teachers; and the development and evaluation of the program itself.

EXTENSIVE COOPERATION NECESSARY

Guidance programs are, in general, in charge of specialists trained in student personnel administration. However, these specialists never work alone. At all times they depend on the cooperation of school administrators, deans, classroom and homeroom teachers, department heads, teachers of special and remedial work, visiting teachers, attendance officers, librarians, club sponsors, rehabilitation and health services, and the Bureau of Research. There is cooperation likewise between grade schools and high schools; between high schools and the night school; with the adult education program, and with the local colleges. Finally there is cooperation between the schools and various individuals and agencies in the community, especially in the areas of employment, mental hygiene, race relations, and social welfare.

The program is flexible. New services and techniques may be added and old ones revised or discarded. Since guidance nationally is a developing and expanding field, local programs also must develop and expand.

**Counsel
Always
Given by
Good
Teachers**

**Schools
Develop
Own
Programs**



**Special
Personnel
Use
Many
Resources**

**Local
Programs
Must
Grow**

EVOLVING ELEMENTARY CURRICULUM

Schools
Reflect
Times

A study of the elementary curriculum down through the past one hundred years reveals that the schools have always reflected the philosophy of the time in the choice of learning materials offered to Fort Wayne children.

For example, an examination of the course of study in 1866 shows that children were exposed to reading, spelling, writing, arithmetic, geography, grammar, and physiology, through memorization and rote learning, with little attention to meaning. In this period strong emphasis was placed on "Learning for Discipline." In reading "attention was given to clear tones, energetic and distinct enunciation with accent and expression." In arithmetic most of the time was spent in "rapid-combination exercises and analysis of problems according to formula."

Changing
Emphasis

Soon thereafter the emphasis gradually changed to Education for Culture. Greater value was placed upon art, music, science, "intellectual" arithmetic, writing (with flourishes), declamation (reading "with full expression") and composition ("expressing themselves with elegance"). During this period, and several years that followed, many children left school at an early age.

Enriched
Curriculum

Now, in 1953, the emphasis has shifted to education of "all the children of all the people" with a program directed to developing each child to his full capabilities, a program which is concerned with all phases of a child's growth—his mental, moral, spiritual, emotional, and physical growth.

So the curriculum is planned to include all the language arts, natural sciences, social sciences, arithmetic, art, music (vocal and instrumental) and physical education. Added to these, and reflecting the needs of the time, such experiences as industrial arts, homemaking, safety education, school banking, a study of election laws and voting, studies of community resources, and audio-visual aids to learning, help the child to function more effectively in the community in which he lives.

3 R's
Always
Basic

Now, as in the earlier periods, the curriculum emphasizes the 3R's as basic in every child's learning. In each period these fundamentals have been used in keeping with the philosophy of the time . . . in the earliest period, rote learning of the 3R's for disciplinary



regulation; in the 1900's for cultural embellishment; in the present day, to help each child develop his capacities for his greatest effectiveness as a contributing member of his society.

SPECIAL SERVICES FOR CHILDREN

Concern for children with special problems of learning, personality, health, and behavior has deepened throughout the years. School attendance laws have forced children with all kinds of handicaps into public schools. Maturing public opinion in our democratic society has come, in enlightened self-defense and humanitarianism, to demand education for all citizens. Newer insights into child development have sensitized parents and school personnel to the positive potentialities of every child.

Fort Wayne began its system of special education comparatively early, mainly through the efforts of Miss Flora Wilber who had been Principal of the Fort Wayne Normal School, and who in 1922 became Director of the newly organized Bureau of Tests and Measurements. In 1922 Fort Wayne was one of the 133 cities in the United States providing classes for the mentally deficient.

Exploration and extension followed in other areas of specialized services. The placement of the facilities, the type of organization, etc. have been determined upon the basis of need, of consumer acceptance, of the resources available. There have, therefore, occurred many changes in the overall pattern. (For details, see "A History of the Special Education Program in Fort Wayne, Indiana to 1946," master's thesis of Miss Rhoda Williams.)

By 1952-53 these special services had come to include:

FOR CHILDREN WITH NORMAL GROWING PAINS

Guidance personnel in junior and senior high schools
Visiting teacher in high schools
Attendance and Welfare Department
School physicians (11) and school nurse
Bureau of Research with school psychologist

All
Children
in
School
Now

Special
Classes
1922

Flexibility
in
Pattern

Most
Children
Have
Some
Problems



Some
Individual
Needs
Cannot
Be Met
in
Regular
Classroom

FOR CHILDREN WITH LEARNING DIFFICULTIES

- 3 *Primary Ungraded Rooms*: Bloomingdale, McCulloch, Study (First experimental class in Fort Wayne 1918-19)
- 3 *Junior High School Ungraded Rooms*: Franklin, Harmar, Washington (First classes in Fort Wayne 1918-21)
- 2 *Special Vocational Classes*: Central High School (Organized 1932-35; earlier efforts 1921-30)
- 5 *Remedial Facilities*: Abbett, Adams, Harrison Hill, Smart, Central High School

FOR CHILDREN WITH SPEECH AND/OR HEARING PROBLEMS

- 5 Trained therapists (Miss Vivian Roe began department in 1940)

FOR CHILDREN WITH PHYSICAL HANDICAPS

Sight Saving Class for grades 1-8: Smart School (Organized January, 1952)

Homebound Instruction for pupils confined to homes for semester or longer (Begun by School City 1950-51)

Telephonic Arrangement between home and classrooms for limited number of pupils (Begun by School City 1951-52 with assistance of community groups)

Hanna Homestead



The School Board took over the Crippled Children's School on January 12, 1926 to provide educational opportunities for children so badly crippled that they could not attend regular schools, but whose intelligence warranted their making reasonable school progress. It was first held in a house adjoining the Miner School, and later in the Jefferson Prevocational School. Following the gift of the Hanna Homestead to the School City, the Crippled Children's School was moved there on April 18, 1938.

The Hanna Homestead School for Physically Handicapped now provides academic instruction for 24 physically handicapped pupils in grades 1-8; corrective physical training under a registered physical therapist; and handwork and music activities. Transportation, warm lunches, and regular rest periods are included in the day's schedule.



FORT WAYNE SCHOOL OF THE AIR

17 Years
of
Service

The Fort Wayne School of the Air, now in its 17th year of continuous broadcasting, was the first regularly scheduled series of programs presented by the Fort Wayne Public Schools. The inaugural program of this series, which was written and produced by administrators, teachers and students of the Public Schools, was presented on October 1, 1937. The schools have continued to maintain a regular schedule of two to five programs per week, during the school year, over Radio Station WGL.

These programs have all been planned in teacher committees, and many of them have been arranged to correlate with classroom, club, and activity endeavors. Every department of the Public Schools has been presented on the Fort Wayne School of the Air, from the

Democratic
Planning

Adult Education Night Classes to the kindergarten. Every phase of the work of the schools, from that of the Business Offices in the Administration Building to the P.T.A., has been heard.

Many types of programs have been used through the years: musical, dramatic, interviews, news events, school news, safety, book reviews, historical events; on-the-spot broadcasts from the class room, the shop, and the athletic field; special events.

"Our America," "Our Indiana," and "Our American Artists," were outstanding series of programs presented by students of the Fort Wayne City Schools for in-school listening. For these programs, work materials were furnished for all classroom students hearing the broadcast. Through the cooperation of the *News-Sentinel*, pictures not available in print were carried in the Rotogravure section of the evening paper a week before the broadcast.

In October, 1944, the Junior Town Meeting was organized by the Director of Radio for the Public Schools, to be broadcast regularly each week over Radio Station WOWO. In this program high school students of Fort Wayne, and those of neighboring cities within a 100 mile radius, meet to discuss subjects of vital interest to themselves and the listening public. To date approximately 270 different groups of students from 72 different schools have cooperated in presenting these weekly discussions heard over WOWO each Saturday morning.

The aim has been to give interested students training in writing, production, and appearance on radio. Approximately 61,500 students have appeared in our 1,230 programs which have been broadcast.

Every
Phase of
School
Work



Junior
Town
Meeting

1,230
Programs
Broadcast

BUSINESS EDUCATION

Business education was introduced into the high school curriculum when Henry King was appointed to the faculty of the Central High School in 1915 to teach business courses. M. H. Northrop and Delivan Parks came to that department in 1916; E. H. Murch in 1917.

When South Side High School was opened in 1922, Mr. Parks and Mr. Murch started the commercial department in the new school. North Side High School opened in 1927 with the business department staffed by Miss Oral Furst, Mr. Elvin Eyster, and Mr. Walter Pring.

In those early years, business education consisted of typing, short-hand, bookkeeping, and Business English. Office practice and commercial arithmetic were added soon thereafter. Each student who elected to take the business course was required to take every unit in the business department, irrespective of the student's interest and ability. Failures were numerous.

COURSE REORGANIZED

In 1936, under the leadership of Mr. Elvin Eyster (now at Indiana University), the Business Education Department was reorganized so that the curriculum could give greater emphasis to the student's (1) potential use of the training, (2) interests, and (3) ability and aptitude.

At Central
1915

South Side
1922

North Side
1927

Student
Centered
Since
1936

Training
for
Citizenship

As reorganized and developed since 1936, the business education curriculum offers for election:

1. *Basic Business Education*

This is a non-technical course. It provides for the student who does not have special aptitude for, nor interest in, the business occupational skills. This course will serve well the student who will one day own and operate his own business.

It provides training for citizenship, intelligent consumption, and general economic understanding with special emphasis on the social organization known as business, and of the significance of business to the individual. It attempts to contribute to the all-round development of the student.

2. *Vocational Business Training Courses*

- a. Clerical operations such as machine calculation, dictaphone operation, filing, duplicating, tabulating, etc.
- b. Merchandising including display work, wholesale selling, store organization and arrangement, retail selling, merchandise study and analysis, practice in telephone work, handling cash, etc.
- c. Stenographic practice with shorthand, typing, and clerical practice.

In any and all of the business courses, there are certain required courses of a general educational nature including English, social science, mathematics, science, and health. Some other areas of training are integrated into the whole program, but are not given as separate subjects. Included in that category are penmanship, spelling, speech, business ethics, and character and personality development.

SIGNIFICANT FEATURES OF BUSINESS EDUCATION

1. A system of guidance helps the student select the course best suited to his interest, ability, and aptitude.

2. Many helpful contacts have been made through close cooperation with business and industry.

3. Business and industrial leaders have shown confidence in the business department. Graduating students of that department often have positions awaiting them upon graduation. Employers are in constant communication with the three high schools to secure the services of the students graduating from the business courses.

4. A follow-up questionnaire is sent by some of the schools to the students who take positions after graduation. The purpose of the questionnaire is to give the student an opportunity to evaluate the business course in terms of (1) what part of his training has been most helpful in his application of that training, and (2) what part of the training could be made more useful. This evaluation helps the staffs of the Business Education Departments in improving their work.

5. The growth of the Business Education Departments may be judged by the example of the department at South Side High School which began in 1922 with an enrollment of fewer than one hundred students (an approximation), and which had 806 enrolled during the 1952-53 school year.



Vocational
Skills
Developed

Close
Cooperation
with
Business,
Industry

Mutual
Respect

Follow-Up
On Job

PARENT-TEACHER

In 1912, fifteen years after the founding of the National Congress of Parents and Teachers, Mrs. Simon Ackerman, president of the Bloomingdale Mothers' Club, helped organize the Indiana Congress as well as units in several local schools. Under the leadership of Mrs. H. H. Rogers of South Wayne School, the Federation of Parent-Teacher Clubs, now the Council, was formed in 1917. By 1921 all the schools but two had state affiliated organizations.

From a school enrollment of about 9,200 in 1919 and with a P.T.A. membership of 1,203 in 16 schools, the picture has changed in 1953 to an enrollment of 18,225 with a P.T.A. membership of 10,468 in 27 schools. This shows a membership increase from 13 per cent to 57 per cent of the total enrollment.

The first problem undertaken was health. The Federation recommended that the school trustees provide a dispensary, visiting nurses, and a dean for the high school. Other health concerns have included milk for school children, dental clinics, health records, and immunization for diphtheria. By 1931 these activities evolved into the Summer Round-Up which in 1953 served 1,350 children of a possible 2,079.

Cooperation with the National Safety Council, City Traffic Director, and School Safety officials has featured the safety program. In 1939 the Council first discussed co-sponsoring the community Halloween parties. This venture soon provided wholesome, safe recreation for all children in the city, from both public and parochial schools.

MANY LEGISLATIVE CONCERNS

Some items of legislative concern since 1920 have been an all-time health officer, compulsory school attendance through the eighth grade, teacher certification, and, on many occasions, teachers' salaries.

In 1928 the Student Aid program was planned to help high school students. Each high school dean was allotted \$25.00 and later \$50.00 for use at her discretion. Elementary aid came later to supply needed glasses, dentures, or school equipment.

The Flower Show, unique as a children's activity, has been sponsored in cooperation with the parochial schools and the Park Board since 1925 with increasing success.

ADULT EDUCATION

Adult education in the form of study courses began about 1922. In 1923 Indiana Extension offered a course in Parent-Teacher work. Since that time study courses have been presented annually with Indiana University cooperation, or under the supervision of the National P.T.A., or, more recently, in cooperation with Purdue Center.

By 1925 fifteen pre-school study groups were functioning in local organizations, all Parent-Teacher affiliated. By 1929 eleven pre-school and fifteen child study groups were active. At present every school has one or more active study groups using the National Parent-Teacher programs.

Local
and
State
Units
in 1912

Health
Projects



Safety
Programs

Flower
Show

Study
Groups

HEALTH, PHYSICAL EDUCATION AND SAFETY

Until the Civil War most Americans were not very much concerned about sports, physical development, and the healthy well-being of their people. Since the Civil War physical education and health education, including training in safety, have had growth periods after each major conflict. Ever increasing practice of gymnastics, rhythms, and games; increased popularity of sports; introduction of legal provisions for the teaching of these subjects; health services, and the organization of playgrounds have been the trends.

HEALTH SERVICES

School Doctors and Nurses	1864-1914	First recorded medical examination of school children and required smallpox vaccination Appointment of first school doctor Dental Association examination of children
	1915-1941	Three assistant doctors appointed Opening of schools delayed by Board of Health, due to polio School nurses appointed Beginning of daily school visitations by doctors Establishment of a Dental Clinic Parent notification of medical inspections Free milk program
	1942-1953	Appointment of school dentist "Patch" tests and chest X-Rays

HEALTHFUL SCHOOL ENVIRONMENT

School Playgrounds	1864-1914	Adequate heating, lighting, and ventilation of new school buildings School playground areas provided School sanitation surveys
	1915-1941	Introduction of building inspections by State Board of Education and State Fire Marshal
	1942-1953	New lighting program established New type blackboard introduced New type drinking fountains Painting of classrooms in pastel colors Blacktopping and enlarging of playgrounds

HEALTH INSTRUCTION

	1864-1914	Physiology added to the curriculum Microscopes purchased for physiology equipment Open Air Classes
	1915-1941	Legal provision for school hygiene instruction Requirement for high school graduation Safety instruction introduced Purchasing of Dental Charts for 8th grade study Fort Wayne Motor Club presentation of idea of Safety Patrols



- 1942-1953 Legislative requirement of safety instruction in 8th grade and high school
 Junior First Aid introduced in 8th grade
 Driver Training added to high school curriculum
 Definite time allotment for health education in grades 3 through 12
 Suggested units of work distributed

Driver
Training

PHYSICAL EDUCATION

- 1864-1914 Daily instruction in free gymnastics, "Physical Culture"
 School Board ruling: No games involving pitching, tossing, kicking, or throwing of any ball permitted on school playgrounds
 Adoption of German system of Physical Culture urged by citizens
 Appointment of Director of Physical Culture
 All City Sports Field Day held
 First schools to be built with gymnasiums: Hanna and Jefferson
 Part-time instructor at Central High School
 Request by teachers for Physical Culture instruction
 Central High: Physical Culture an elective due to lack of facilities
 Miss Carrie Snively and Mr. Henry Meyers in charge of Physical Culture
 School Board to maintain summer playgrounds; supervisor appointed
- 1915-1941 Playgrounds closed due to exhausted funds
 State Law requiring physical education passed
 Playgrounds in City Parks established by School Board
 Physical Director appointed for Central High School; Y.M. and St. Paul gymnasiums used by Central
 Playgrounds Commission formed according to law; City Park Board given control of public playgrounds
 Mass Field Day an annual event on school calendar
 Competitive games included in physical education classes
- 1942-1953 Broadened program of activities offered
 In-service training for teachers
 Preparation of physical education handbooks for teachers
 Inter-school sports program for boys
 Play Days for girls
 Special development classes for boys
 Intramural sports programs
 Girls' G.A.A. programs
 Establishment of Athletic Commission for grade and junior high schools
 Replacement of Field Days with a Physical Education Pageant, integrating skills with creative arts

Physical
Culture

Gymnasiums

Supervision

Playgrounds
in Parks



Intramural
Sports

Pageant

JUNIOR HIGH SCHOOL EXTRA-CURRICULAR ACTIVITIES

From the days when the old-fashioned spelling bee was considered a highlight of the school program to the present when so-called "extra-curricular" activities are an integral part of the education of the modern child, there has been a steady growth of such activities in the junior high schools. The impetus to this program came during and shortly after World War I although it did exist in small part prior to that time.

Athletics

In the early 1920's interschool athletic competition started. For boys it now includes softball, basketball, and track with the annual basketball tournament of top interest. Girls hold an interschool Play Day each spring.

Music

Upper grade vocal groups presented public programs as early as 1910. By 1925 there was an orchestra at Forest Park, and the first band was organized there in 1929-30. The music program has grown throughout the city until it now includes mixed choruses, glee clubs, bands, orchestras, and various instrumental ensembles. These groups are used for demonstration purposes and in various school programs, performing for both school and community.

Pioneers in Speech

Local schools were pioneers in the field of speech. During World War I auditorium classes were begun at the Jefferson School. In weekly assemblies the school policy was presented to the pupils. This training in public speaking has broadened into a program which includes festivals, operettas, pageants, and speech contests.

Papers

First of the printed newspapers was published at Harrison Hill in the fall of 1937. There are now six printed papers and one mimeographed in the junior highs.

Clubs

Within the individual schools, club programs based on children's interests started in the '20's and reached their peak of participation by the mid '30's. They included hobby, craft, nature, gym, travel, press, cooking, and shop groups.

Not only did the schools themselves initiate extra-curricular activities, but outside organizations also helped. During World War I the schools joined the Junior Red Cross. Pupils made articles for veterans in hospitals and quilts for Belgian orphans as well as sending Christmas boxes to France and Italy. Later work of a similar nature has been continued by this organization.



The first Intermediate Girl Scout Troop was organized at the Bloomingdale School in April, 1918. It consisted of 16 girls. The first Brownie Troop was not organized until 1932. By May, 1953 Girl Scout troops in the public schools totaled 159.

Scouts

Boy Scouts show a similar growth. Their first troop was started in 1916; their first Cub Pack was started in 1935 at Forest Park. At present there are 16 troops and 17 packs.

The Y.W.C.A. entered the junior high field in 1920 with the establishment of Girl Reserve Clubs. In 1946 the name was changed to Y-Teens. Today Adams, Franklin, and Harrison Hill have two Y-Teens clubs each, and Forest Park has one large club.

Y's

By the mid '30's Y.M.C.A. groups were prominent in school ac-

tivities. A pioneer in this work, the Hoagland School, set up a program consisting of weekly meetings at school, monthly swim meets at the Y.M., and an annual overnight camping trip. Originally called Friendly Indians, the present day friendship-based groups have changed their name to Gra-Y.

HIGH SCHOOL EXTRA-CURRICULAR ACTIVITIES

High school extra-curricular activities have grown in number and scope. Shortly before 1900 it was recognized that educational experience transcends the four walls of the classroom and the covers of the textbook.

What are extra-curricular activities? There is no clear-cut division between curricular and extra-curricular experience. Music, for example, once was entirely "extra" but now is largely curricular. Speech is "extra" after school and on Saturdays but curricular at the time of class recitation. Cooking, offered only as a club activity in 1900, now is taught in classes for credit. Extra-curricular activities can best be explained as organized activities out of class hours.

The "gay nineties" saw the start of activities in the Fort Wayne High School. Said Chester T. Lane, principal of the Fort Wayne High School, in 1897, "Up to within the last four or five years we have been a very quiet and conservative school. Today we challenge the world to produce a school with a greater variety of organizations or more kinds of class yell than ours."

Athletics germinated in 1891 with the recruiting of a football team from the small enrollment of boys, although the first team worthy of record was formed in 1893, in which year only one game was played. The Fort Wayne High School Athletic Association, begun in 1894, sponsored an annual Field Day for track events.

Basketball began as a game within the school, including girls' teams, before 1900. By 1914 the boys' schedule called for 11 games with other schools, Marion being the farthest. The rivalry engendered by the start of South Side in 1922, and of North Side in 1927, pushed Fort Wayne to the top in Indiana competition. South Side won the Indiana championship in 1938, and Central in 1943.

Other sports developments were the winning of Indiana championships in track and the building of intramural programs for boys not qualified for "varsity." Baseball, once popular, was dropped, as was girls' inter-school basketball.

Journalistically the first venture was the 1896 *Vedette*, high school annual, a historic volume not free from debt. In 1903 decision was made to change the book to a monthly, called *The Caldron*, restored to annual publication in 1914, and continued each year since. South Side and North Side have published *The Totem* and *The Legend* without interruption.

The first newspaper was *The Spotlight*, October 3, 1919, which survived a shaky first year to attain a permanent place at Central High School. *The Times* and *The Northerner* followed at South Side and North Side. The yearbooks and the newspapers regularly have received national recognition.

Extra
May Be
Curricular

Gay
Nineties

Athletics
1891



Yearbooks

Newspapers

Early
Clubs

Most early clubs have been dropped or modified. Some 1896 activities were the Quartet, Devotees of Terpsichore, McKinley Cadets, Freshman Literary Club, Happy Six, Delta Sigma Nu, Sophomore Debating Society, and the Junior Musical. Some 1920 groups, for example, were Sorosis, Debating Club, Friendship Club, Dramatics Club, Platonian Literary, Hi-Y, and Math Club. The oldest existing club, with the original constitution, is the Math Club, Central High School, begun in 1913.

Music
and
Dramatics

By 1953 the activities program was developed to a high level of opportunity for pupils who wished an enriched school experience, all in the face of much afternoon and after-school employment for pay. Choir, band, and orchestra groups performed often before public and church groups, and on radio programs. Pupil speakers likewise built good public relations. Dramatics pupils in each high school presented series of plays for the public.

Activities
in
1953
Varied
and
Real

Activities in 1953, distributed among the three high schools, included Service Club, Art Club, Rifle Club, Conservation Club, Radio Club, Know Your City Club, Los Sodales, Helicon Club, Press Club, 1500 Club, Anthony Wayne, Student Council, Latin Club, Friendship Club, Debs Club, School Theater, Girls' Athletic Association, Majorettes, Twirlers, Cheerleaders, Boosters, Philo, Meterites, So-Si-Y, Wranglers, Library Service, Camera Club, USA.

Still others were Tennis, Golf, Science Club, Lettermen's Club, Visual Education Club, Future Teachers, Junior Red Cross, Parmi Nos Amis, Globetrotters, Junior Classical League, Nature Club, Phy-Chem Club, Home Economics Club, Masque and Gavel, 36 Workshop, Hi-Y, Polar Y, and the Freshman, Sophomore, Junior, and Senior class organizations.

Honorary
Groups

Some honorary groups were National Honor Society, Quill and Scroll, and National Forensic League. Banquets and recognition days were features of the school year. Class parties and dances, including elaborate "proms," gave accent to the social year. All in all, the Fort Wayne high schools offer a complete program in the field of extra-curricular activities.



SUPERINTENDENTS OF OUR PUBLIC SCHOOLS

Our
Leaders
Since
1856

George A. Irwin.....	1856-1863
E. S. Green.....	1863-1865
James H. Smart.....	1865-1875
John S. Irwin.....	1875-1896
Justin N. Study.....	1896-1917
R. M. Himelick.....	1917-1920
L. C. Ward.....	1920-1931
Merle J. Abbott.....	1932-1952
A. T. Lindley.....	1952-



Thanks

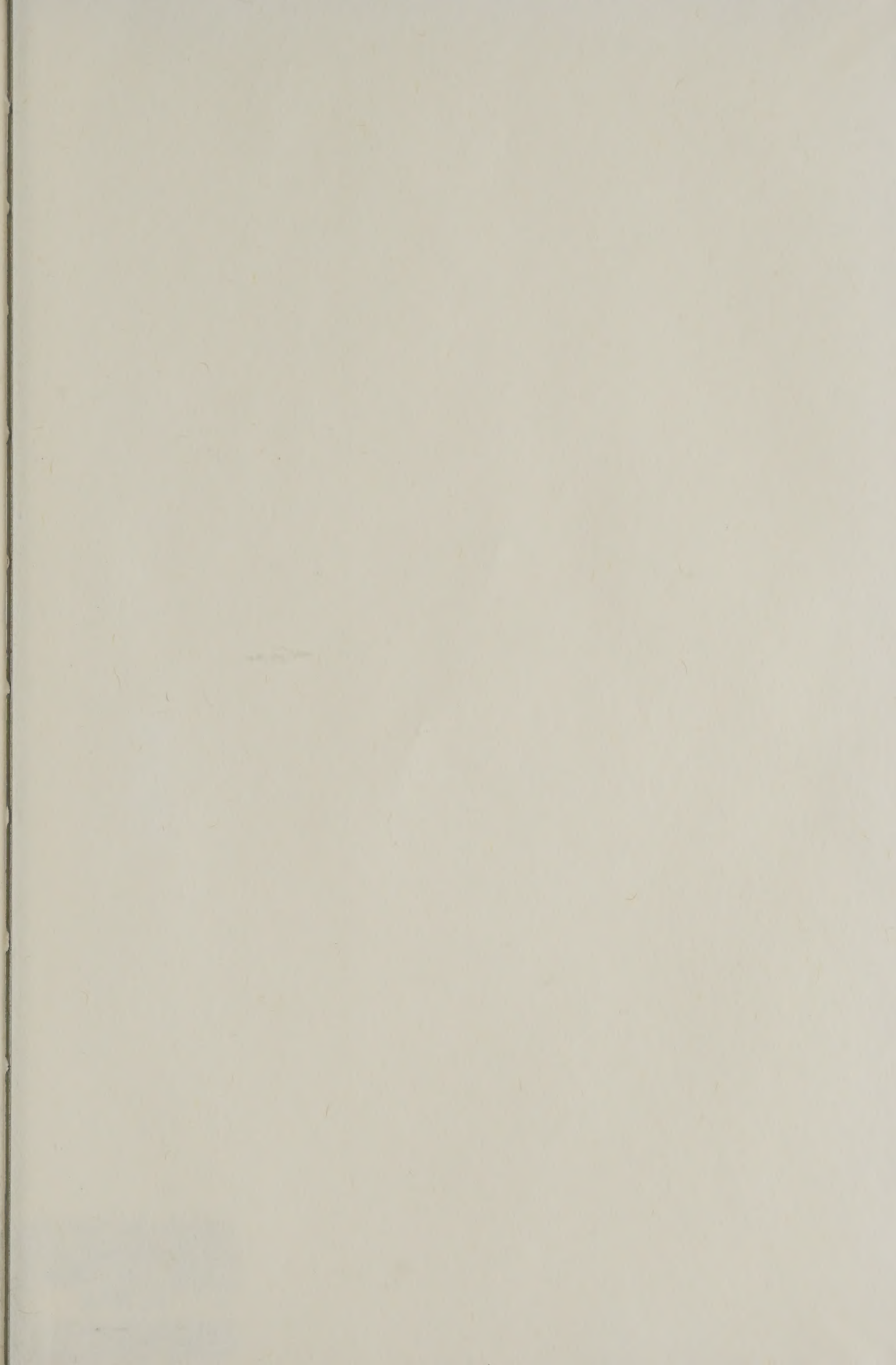
OUR THANKS to
School Press
Planning Committee, J. Wilbur Haley, Chairman

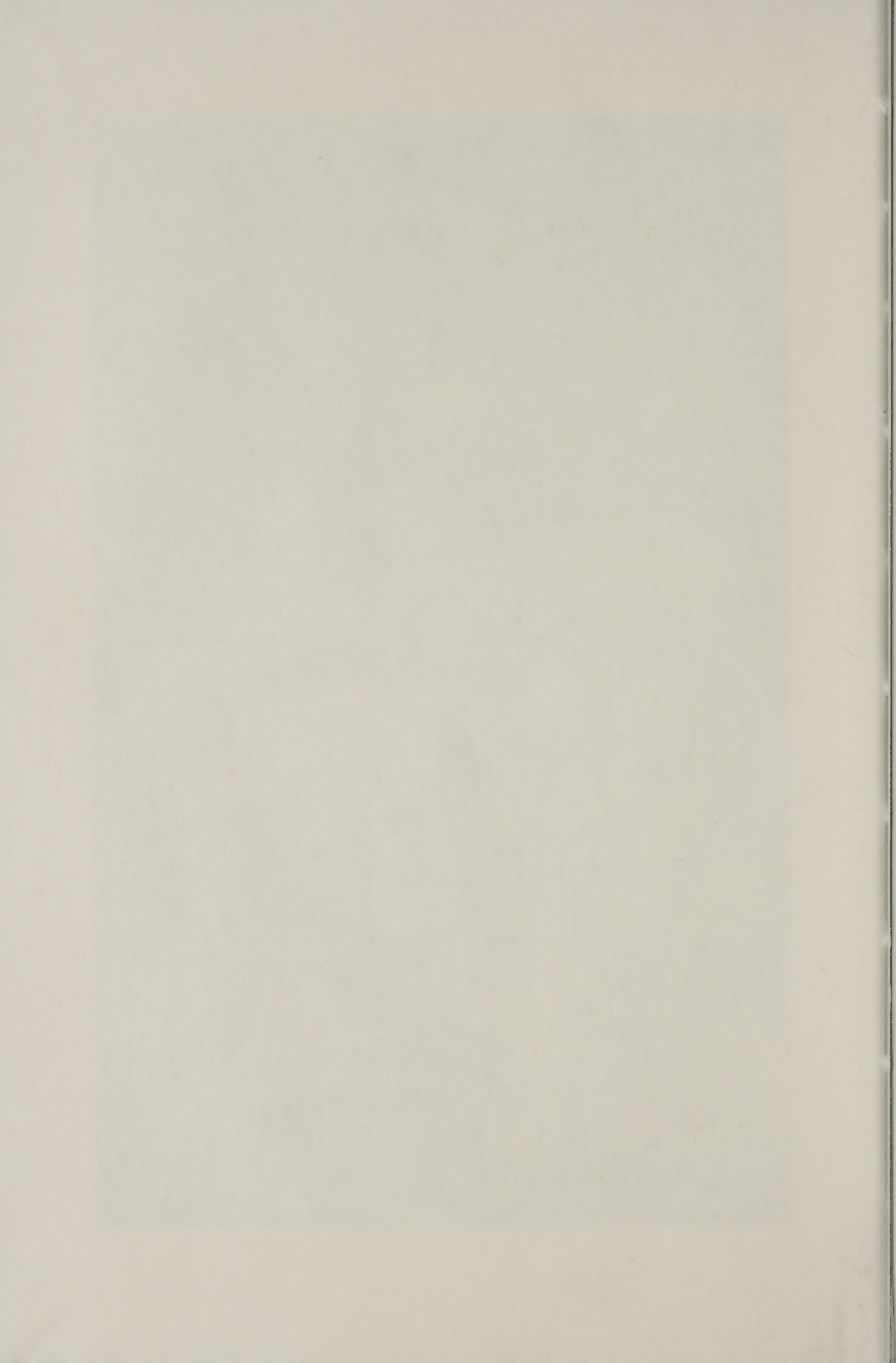
CHRONOLOGICAL TABLE OF PUBLIC SCHOOLS BUILT IN FORT WAYNE

- 1857 *Clay School*—February
Jefferson—September
- 1866 *Hoagland School*
- 1868 *Fort Wayne High School* (Wayne Street)
Washington (Rebuilt 1910; Addition 1930)
Harmar (Rebuilt 1876, 1915; Addition in 1915)
- 1869 *Hanna* (New building on present site 1906)
- 1871 *Bloomingtondale* (New building 1875; Rebuilt 1909)
- 1876 *Miner* (Addition 1922)
Nebraska (Addition 1924)
Holton Ave. (Discontinued 1910)
- 1889 *McCulloch*—January (New building on present site 1923;
Addition 1928)
- 1891 *Hamilton*
Franklin (New building on present site 1923; Additions
1924 and 1930)
- 1896 *Lakeside*
South Wayne (Addition 1923)
- 1903 *Central High School* (Addition 1933)
- 1906 *Rudisill School* (Building on present site 1913)
- 1909 *Adams* (New building on present site 1925; Additions
1928 and 1952)
- 1910 *James H. Smart* (Replaced *Holton Ave.*; Annex 1925)
- 1919 *Riverside*
Rolling Mill
Allen County Home } Added through annexation
(*Allen County Home School* moved to present
site 1927) (*Rolling Mill* discontinued 1930)
- 1922 *South Side High School* (Elementary included for three years)
Forest Park (Portable)
(New building 1925; Addition 1929)
- 1925 *Grasmere Heights* (Portable) (Replaced by new building 1936;
Renamed *Frances Slocum*)
Harrison Hill (Addition 1928)
Oxford (Portable) (Replaced by new building 1932; Renamed
L. C. Ward)
- 1926 *School for Physically Handicapped* opened in house adjacent to
Miner School. (Moved 1930 to *Jefferson School*;
in 1938 moved to *Hanna Homestead*, E. Lewis)
- 1927 *North Side High School*
Justin N. Study
- 1928 *School Administration Building*
John S. Irwin School
- 1950 *Merle J. Abbett School* (Addition 1952)
- 1953 New school at State & Tyler Streets

	ENROLLMENT	BUILDINGS	TEACHERS
1853	1,200 (Potential)	2 (Rented)	4
1901	5,341	16	155
1920	11,235	21	363
1953	18,225	25 Grade; 3 H.S.	673







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